Patterson High School

Teacher: Megan Nichols Lesson Date: Thursday, Nov. 17th

Subject: Psychology Unit Title: Lifespan

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)* | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be able to describe and apply elements of Jean Piaget’s developmental theory of childhood by describing a kindergarten classroom, engaging in a predictive reading, taking guided notes, applying the concepts to visiting students, designing activities for a kindergarten classroom, taking, grading and analyzing the results of an exit ticket.  Key Points: Jean Piaget made large advancements in developmental psychology; according to him, intelligence, or the ability to understand, develops gradually as the child grows  as children develop, they (should) gain the following abilities/demonstrate the following characteristics:   1. Object permanence: things continue to exist even though they cannot be seen or touched 2. Representational thought: the intellectual ability of a child to picture something in his or her mind. 3. Conservation: the principle that a given quantity doesn’t change when its appearance is changed (jar example)+ pg 74 4. Egocentric: a young child’s ability to understand another person’s perspective 5. WHY: this matters because the adults in children’s lives can aid them in this development by providing an environment that encourages stimulation and exploration. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will respond to prompt posted on the board in their journals.  *Imagine that you are in charge of a kindergarten classroom for one day. What would you do with your students that would encourage their physical, emotional, social and/or intellectual development? Explain your choices.* | | * Admit Slip |
| Ten mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will reading a short excerpt from text book on children + imaginary friends—students will then discuss *how they thought* as a child. *Teacher will explain that sometimes what makes children so fascinating is not just their behaviors, but the thought processes behind their behaviors; this is exactly what we are going to learn about today.* | | * Reading * Discuss Previous Experiences |
| 15 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will explain first key point and post it on the PP slides:  *Jean Piaget made large advancements in developmental psychology; according to him, intelligence, or the ability to understand, develops gradually as the child grows*  Teacher will have students preview the day’s vocabulary terms by attempting to match the terms in their envelopes; once they have successfully matched the terms, groups will use these to copy down in their notes under 2.05 in their journal. Teacher will then provide examples and images on the PP slides to reinforce their findings. | | |  |  | | --- | --- | |  |  |  * Lecture with Guided Notes * Student Presentations |
| 25 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Teacher will explain that we are going to start putting these into practice immediately with visiting young students (from child care center). Students will come in and go through stations that test their cognitive development; psychology students will be in charge of each of the stations.  Station One: Object permanence  Station Two: Conservatism  Station Three: Representative thought  Station Four: Egocentrism  At each station, there will be an experiment leader and recorders. Will discuss results upon completion. | |  |
| 15 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Design experiments in pairs or groups (may allow student choice) on how we could test kindergarten students in these areas and how we could design activities to do with kindergartners to increase their skills in these areas. Present at close of work time. | |  |
| 15 mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Write three mini assessment questions and answer; followed by quick game of hot seat. | | * Design/Construct Other Problems/Questions/Labs |
| 15 mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will take, grade, and analyze the results of their exit ticket. (see attached) | | * Exit ticket |
|  | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Whip around or ball toss; student lead. | | * Assign/Explain Homework * Review Major Points * Student Reflection Activity |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* | | * Review * Practice * Reading * Tutoring |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |